

EVALUATION OF ANNUAL CONTRACT EMPLOYEES

The district will evaluate annual contract employees if and as required by the employee's contract category:

Category 1: The district is not required to evaluate certificated personnel employed pursuant to a Category 1 limited annual contract. The district will not place Category 1 employees on probation.

Category 2: The employee will receive a minimum of two (2) written evaluations during the school year, one of which will be completed before January 1. If an employee's performance is less than satisfactory, this district will make a reasonable effort to assist the teacher in improving his or her performances, through the district's support program, if applicable. However, the district is not required to establish a period of probation for Category 2 employees whose performance is unsatisfactory.

Category 3: The employee will receive a minimum of two (2) written evaluations during the school year, one of which will be completed before January 1. If the employee's performance is found to be unsatisfactory, the board will establish a defined period of probation of not less than eight (8) weeks. Upon completion of such probationary period, the board will determine whether the employee will be retained; immediately discharged; discharged at the end of the current contract; or reemployed at the end of the current contract on a continued probationary status. Placing the Category 3 employee on probation does not preclude the district from later determining, via evaluations, that the employee's performance is unsatisfactory and establishing a subsequent period of probation.

EVALUATION OF RENEWABLE CONTRACT EMPLOYEES

The performance of each certificated employee on a renewable contract will be evaluated at least once annually by the employee's building principal or other designated administrator. If the employee's performance is unsatisfactory, the superintendent or designee may recommend to the board that the employee be placed on probation.

Prior to determining that it will not renew a contract for a renewable contract employee due to a report of unsatisfactory performance, or to renew the contract at a reduced salary, the board will establish a reasonable period of probation for the employee. The period of probation will not affect the person's renewable contract status.

EVALUATION PROCESS AND CONTENTS

The evaluation of each certificated employee will be in writing, based on observations of the employee's performance and other relevant factors, and will reflect whether or not the employee

is performing satisfactorily. Upon completion of the evaluation, the employee's performance will be discussed with the employee and a signed copy of the written evaluation will be placed in the employee's personnel file. After reviewing the evaluation, the employee may file a rebuttal statement to the evaluation.

The evaluation for each certificated employee in this district will contain, at a minimum, the following information:

1. Statements identifying the purpose or purposes for which the evaluation is being conducted.
2. Statements of the general criteria upon which certificated personnel will be evaluated.
3. Identification of the individuals responsible for evaluating the employee's performance.
4. Description of the data sources used in conducting certificated personnel evaluations. For classroom teaching, classroom observation should be included as one (1) source of data.
5. Description of the procedure used in conducting certificated personnel evaluations.
6. The method by which certificated personnel are informed of the results of evaluations.
7. The action, if any, available to this district as a result of the evaluation and the procedures for implementing these actions.
8. The procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of the evaluation.
9. The procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
10. A description of the method used to monitor and evaluate the district's personnel evaluation system.
11. A provision for evaluating all certificated personnel on a fair and consistent basis.

PLACING A CERTIFICATED EMPLOYEE ON PROBATION

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file. Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of

deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.



LEGAL REFERENCE:

Idaho Code Sections

33-514

33-514A

33-515

IDAPA 08.02.02.120

Gunter v. Board of Trustees, 123 Idaho 910 (1993)

ADOPTED: 2-12-98

AMENDED: 1-11-01

ATTACHMENTS:

Exhibit A, EVALUATION OF CERTIFIED STAFF

Exhibit B, EVALUATION INSTRUMENT

EXHIBIT A**EVALUATION OF CERTIFIED STAFF**

1. Purpose: The purpose of individual staff evaluation is threefold:
 - a. To determine the staff members teaching performance as demonstrated by their pupil's performance.
 - b. To identify weaknesses in the staff's procedure.
 - c. To determine District-wide program deficiencies.
2. Procedure:
 - a. Building Administrators will annually advise staff members of this evaluation system prior to the opening day of school.
 - b. Prior to October 31, of every school year, the Building Administrator will meet with each teacher and mutually agree upon goals for the teacher's assignment.
 - c. The evaluation of a teacher is a continuous process.
 - d. Each tenured teacher will receive at least one (1) written evaluation per school year as long as all categories are in the satisfactory or above range. Non-tenured teachers will receive at least one (1) evaluation per semester using the same District's "Evaluation Instrument" for both tenured and non-tenured teachers. Each instrument will be reviewed and signed by both teacher and principal at meeting held for that purpose. Both parties may make written comments on the instrument that then becomes part of that teachers rating.
 - e. Less than satisfactory will be accompanied by a written statement of the deficiency and performance needed for its correction. The attached uniform "evaluating instrument" may be supplemented by additional instruments if a deficiency is found and specific area is to be assessed.

Formal Classroom Observation

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

Interview Protocol for a Preconference (Planning Conference)

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in a group, or individually, or as a large group? Provide any worksheets or other materials the student will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

TEACHER OBSERVATION _____ **DATE:** _____

Class Level: _____

Period: _____ Time of Observation: _____

Lesson: _____

Strengths/Observations:

Needs/Observations:

Observation by: _____

Copy of observation results given to teacher on: _____
Date

Informal Classroom Observation

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

[illegible]

Notes from the Formal Observation

Time	Actions and Statements/Questions by Teacher and Students	Component
	<p>DRAFT</p>	

Interview Protocol for a Post Conference (Reflection Conference)

Teacher _____ School _____

1. In general, how successful was the lesson? Did the Students learn what you intended for them to learn?
2. If you were able to bring samples of student work, what do those samples reveal about students' level of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

EVALUATION FORM
DRAFT COPY ONLY

Domain 1:		U	P	B	D
Planning and Preparation					
a. Demonstrating Knowledge of Content and Pedagogy	Knowledge of Content and the Structure of the Discipline				
	Knowledge of Prerequisite Relationships				
	Knowledge of Content-Related Pedagogy				
B. Demonstrating Knowledge of Students	Knowledge of Child and Adolescent Development				
	Knowledge of the Learning Process				
	Knowledge of Students' Skills, Knowledge, and Language Proficiency				
	Knowledge of Students' Interests and Cultural Heritage				
	Knowledge of Students' Special Needs				
c. Selecting Instructional Outcomes	Value, Sequence, and Alignment				
	Clarity				
	Balance				
	Suitability for Diverse Learners				
d. Demonstrating Knowledge of Resources	Resources for Classroom Use				
	Resources to Extend Content Knowledge and Pedagogy				
	Resources for Students				
e. Designing Coherent Instruction	Learning Activities				
	Instructional Materials and Resources				
	Instructional Groups				
	Lesson and Unit Structure				
f. Designing Student Assessment	Congruence with Instructional Outcomes				
	Criteria and Standards				
	Design of Formative Assessments				

Domain 2:		U	P	B	D
The Classroom Environment					
a. Creating an Environment of Respect and Rapport	Teacher Interaction with Students				
	Student Interactions with One Another				
b. Establishing a Culture for Learning	Importance of the Content				
	Expectations for Learning and Achievement				
	Student Pride in Work				
c. Managing Classroom Procedures	Management of Instructional Groups				
	Management of Transitions				
	Management of Materials and Supplies				
	Performance of Non-Instructional Duties				
	Supervision of Volunteers and Paraprofessionals				
d. Managing Student Behavior	Expectations				
	Monitoring of Student Behavior				
	Response to Student Misbehavior				
e. Organizing Physical Space	Safety and Accessibility				
	Arrangement of Furniture and Use of Physical Resources				

Domain 4:		U	P	B	D
Professional Responsibilities					
a. Reflecting on Teaching	Accuracy				
	Use in Future Tracking				
b. Maintaining Accurate Records	Student Completion of Assignments				
	Students Progress in Learning				
	Non-Instructional Records				
c. Communicating with Families	Information About the Instructional Program				
	Information About Individual Students				
	Engagement of Families in the Instructional Program				
d. Participating in a Professional Community	Relationships with Colleagues				
	Involvement in a Culture of Professional Inquiry				
	Service to the School				
	Participation in School and District Projects				
e. Growing and Developing Professionally	Enhancement of Content Knowledge and Pedagogical Skill				
	Receptivity to Feedback from Colleagues				
	Service to the Profession				
f. Demonstrating Professionalism	Integrity and Ethical Conduct				
	Service to Students				
	Advocacy				
	Decision Making				
	Compliance with School and District Regulations				

Domain 3:		U	P	B	D
Instruction					
a. Communicating With Students	Expectations for Learning				
	Directions and Procedures				
	Explanations of Content				
	Use of Oral and Written Language				
b. Using Questioning and Discussion Techniques	Quality of Questions				
	Discussion Techniques				
	Student Participation				
c. Engaging Students in Learning	Activities and Assignments				
	Grouping of Students				
	Instructional Materials and Resources				
	Structure and Pacing				
d. Using Assessment in Instruction	Assessment Criteria				
	Monitoring of Student Learning				
	Feedback to Students				
	Student Self-Assessment and Monitoring of Progress				
e. Demonstrating Flexibility and Responsiveness	Lesson Adjustment				
	Response to Students				
	Persistence				

Date:

Evaluator:

Employee:

U=Unsatisfactory

B=Basic

P=Proficient

D=Distinguished

Blank=Not Observed